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| **Unit Title:** Classifying 2-Dimensional Figures | **Pacing (Duration of Unit):** 4 Week |

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| **Desired Results** |

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| **Transfer Goals (**Priority practice standards in **bold)** |
| *Students will be able to independently use their learning to:*   1. Make sense of problems and persevere in solving them. 2. **Reason abstractly and quantitatively.** 3. **Construct viable arguments and critique the reasoning of others.** 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. **Look for and make use of structure**. 8. Look for and express regularity in repeated reasoning. |

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| **Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)** |

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| **Prerequisite Standards:**   * 4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. | **WIDA for English Language Learners**  Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  Standard 3: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**  In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports. |
| **Standards** (Priority Standards in **bold**):   * 5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.* * **5.G.4: Classify two-dimensional figures in a hierarchy based on properties.** |  |

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| **Meaning (\*Mostly assessed through Performance Tasks/Assessments)** |

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| **Big Ideas:**   * Shapes have properties that can be used when describing, analyzing and categorizing them. | **Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)   * How can I describe and classify a polygon based on its characteristics? * Where is geometry found in your everyday world? * How are quadrilaterals alike and different? |

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| **Acquisition (\*Mostly assessed through traditional summative assessments)** | |
| **Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.  ***Students will know…***   * That two dimensional figures can be classified into multiple categories   **Key Academic Vocabulary:**   * Angles (Right, Acute, Obtuse) * Triangles (Equilateral, Scalene, Right, Isosceles) * Perpendicular, Parallel, Intersecting, * Edges, Vertices, Faces * Congruent, Similar, Lines of Symmetry * Quadrilateral/Quadrangle * Plane Figure * Two-Dimensional * Polygon | **Skills:** The discrete skills and process students should be able to use independently  *Students will be skilled at:*   * Identifying the characteristics of two dimensional figures. * Classifying two dimensional figures according to their properties. * Explaining their reasoning for classification of two-dimensional figures. |

**Resource Suggestions:**

Concentration Game, Names and Shapes<http://www.math-play.com/shapes-game.html>

**Interactive Games** [**http://interactivesites.weebly.com/math.html**](http://interactivesites.weebly.com/math.html) *(Click on unit topic)*

**Common Core Georgia Performance Standards:** 2D Figures

**Illustrative math** <http://www.illustrativemathematics.org/5>

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| **Standard(s)** | **Link** |
| 5.G.4 | [What is a Trapezoid? (Part 2)](http://www.illustrativemathematics.org/illustrations/1505) |

**K-5 Math Resources** <http://www.k-5mathteachingresources.com/5th-grade-number-activities.html>

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| **Standard(s)** | [**Link**](http://www.k-5mathteachingresources.com/5th-grade-number-activities.html) |
| 5.G.3 | [Identify Quadrilaterals](http://www.k-5mathteachingresources.com/support-files/identifyingquadrilaterals.pdf) |
| 5.G.3 | [Quadrilateral Criteria](http://www.k-5mathteachingresources.com/support-files/quadrilateralcriteria.pdf) |
| 5.G.3 | [Constructing Quadrilaterals](http://www.k-5mathteachingresources.com/support-files/constructingquadrilaterals.pdf) |
| 5.G.3 | [Quadrilateral Tangram Challenge](http://www.k-5mathteachingresources.com/support-files/quadrilateraltangramchallenge.pdf) |
| 5.G.4 | [Triangle Hierarchy Diagram](http://www.k-5mathteachingresources.com/support-files/triangle-hierarchy-diagram1.pdf) |
| 5.G.4 | [Triangle Hierarchy Diagram 2](http://www.k-5mathteachingresources.com/support-files/trianglehierarchydiagram2.pdf) |
| 5.G.4 | [Regular/Irregular Hierarchy Diagram](http://www.k-5mathteachingresources.com/support-files/regularirregularhierarchydiagram.pdf) |
| 5.G.4 | [Quadrilateral Hierarchy Diagram](http://www.k-5mathteachingresources.com/support-files/quadrilateralhierarchydiagram.pdf) |

**Technology (VIDEOS)**

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| **Standard** | **Link** |
| 5.G.2 | [**http://www.khanacademy.org/math/cc-fifth-grade-math/cc-5th-geometry-topic/cc-5th-coordinate-plane**](http://www.khanacademy.org/math/cc-fifth-grade-math/cc-5th-geometry-topic/cc-5th-coordinate-plane) |
| 5.G.4 | <http://www.khanacademy.org/math/cc-fifth-grade-math/cc-5th-geometry-topic/cc-5th-quadrilaterals> |

**GO MATH PROGRAM**

**STANDARDS: 5G3; 5G4**

**bold print: priority standards**

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| **STANDARDS** | **LESSON #** | **TITLE** |
| 5G3 | 11.1 | Polygons |
| **5G3, 5G4** | **11.2** | **Triangles** |
| **5G4** | **11.3** | **Quadrilaterals** |
| 5G3 | 11.4 | problem Solving - Properties of Two-Dimensional Figures |